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ABSTRACT

This curriculum guide for training for leisure occupations in the United Kingdom includes eight modules that have been tested and evaluated. Each module includes objectives and teaching strategies. Programs are encouraged to adapt the materials to particular local needs. The modules included are as follows: (1) personal development; (2) center cleaning and maintenance; (3) health and safety; (4) organizational, administrative, and reception skills; (5) aerobics training; (6) sauna, solaria, and sunbed; (7) weight training; and (8) catering and bar skills. The document also includes samples of learning materials, an assignment, and a record of achievement, as well as profiles of the desired image for leisure personnel and of students in the leisure course. (CML)

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FEU REPLAN

TRAINING FOR LEISURE

Part 2

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TRAINING FOR LEISURE

Flexible Training Packages for Operatives in Leisure-Related Industries

Part 2

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INTRODUCTION

Part 2 of this report is concerned with the learning materials that were developed during the project described in Part 1. The project went through four distinct phases: a training needs analysis, the design of flexible training packages, a short pilot in which the core packages were tested, and evaluation of these packages. The sample materials presented here, therefore, represent a process of curriculum development firmly based in the practicalities of improving young adults' vocational competences.

We would not wish to offer these materials to be used 'off the shelf'. As Part 1 of the report, we hope, makes clear, two elements for the successful delivery of such materials – the involvement of local employers and recognition of particular local needs – make it essential that any institution intending to train operatives for the leisure industry adapts or designs its own materials. What is being offered here are examples of the end product of such a process, and possibly models on which instutions can base their own materials.

The possibility of accreditation for such training may well influence the design and implementation of training packages. However, we feel that training to meet researched local needs is of prior importance and that packages which demonstrably perform this role should be accreditable by an appropriate national body.

THE COURSE MODULES

A MODULAR CURRICULUM

The aims and objectives are clearly identified in the following modules, together with some suggested teaching and learning strategies. However, tutors will no doubt use their own approaches, accepting that:

- all objectives are given equal status;
- alternative teaching/learning strategies are active, student-centred and skill-based.

The tutor's role is to encourage contributions from the group, intervene where necessary, add emphasis, crystallise, and support and draw out the timid. The tutor's sense of pace is important, moving things forward in a lively way yet allowing time for introspection or a greater depth of contemplation. Sensibility to feelings and an ability to convey warmth and encouragement are essential.

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PERSONAL DEVELOPMENT

MODULE AIMS

On successful completion of this module, students will:

[1] *Appreciate the desired image of the leisure centre operative.*

[2] *Make informed assessments of their personal qualities in relation to their suitability for working in the leisure industry.*

[3] *Be able to establish satisfactory working relationships.*

[4] *Achieve an adequate level of numeracy in order to meet the needs of a leisure operative.*

[5] *Achieve communication skills which will enable them to find, interpret and communicate information effectively.*

AIM 1 Appreciate the desired image of the leisure centre operative.

ALL OBJECTIVES TO BE PREFIXED WITH:
On successful completion of this module, the student will:

OBJECTIVES	TEACHING STRATEGIES
1.1 Describe the operative's role in promoting leisure services.	Video: good and bad practice, comparing standards of dress, personal hygiene and self presentation. Prepared questionnaire to be used at college for interviewing students and staff, relating to their experiences in appearance and self presentation of a leisure-centre operative. Present findings in report.
1.2 Use body language correctly in order to present the appropriate image of leisure services.	Worksheets relating to *Manwatching*. Practical session. Prepare leaflet as a training aid for a newly appointed leisure operative, covering all relevant detail on self presentation.
1.3 Describe and give correct reasons for wearing appropriate clothing for different sports and activities.	Work tasks in pairs. Visit college sports areas, observing and collecting relevant information relating to the rest of the group, in any form they wish, e.g. diagrams, written account, oral account, demonstrations, etc.
1.4 Explain the different needs of minority groups using the leisure centres, in particular: 1.4.1 people with disabilities 1.4.2 ethnic minorities 1.4.3 senior citizens	Resource centre material. Individual research. Support with worksheets. Compare differences and reasons why. Prepare and deliver report. Personal research through local leisure centre. Resource centre material and worksheets involving research on how disabilities, cultures and religious beliefs can affect diet, behaviour, activities and supervision needs. Participate with students with disabilities at college in physical activities. Films.

AIM 2 **Make informed assessments of their personal qualities in relation to their suitability for working in the leisure industry.**

OBJECTIVES	TEACHING STRATEGIES
2.1 Describe and demonstrate a sound knowlege of the range of duties involved in the work of a leisure centre operative	A day's placement at a leisure centre, following the operative throughout the day's schedule, using prepared questionnaires. Prepare information gathered into a report. Present report to group for discussion. Present findings in a leaflet which would be useful to prospective leisure centre operatives as well as to update existing staff.
2.2 Complete a realistic assessment of own range of strengths and weaknesses in relation to the desired role of the leisure centre operative.	Construct self-profiles which analyse and evaluate own characteristics including ability to relate to strangers, health and fitness standards, reaction to routine.
2.3 List priorities for development of abilities and attitudes and set targets.	Present self-profiles to group. Check self-image against perception of others.
2.4 Describe methods and activities to achieve targets.	Counselling.
2.5 Explain the position of trust and responsibility that goes with the post of leisure operative and have demonstrated qualities of trustworthiness and responsibility in the learning and working environment.	Introduce record of achievement and college summative profiles. Discuss role of counsellor and tutor. Centre manager talks to students concerning responsibilities of an employee in a position of trust, with emphasis on rules, culture and practice at work place. Centre manager interviewed by students with predetermined questions.

AIM 3 **Be able to establish satisfactory working relationships.**

OBJECTIVES	TEACHING STRATEGIES
3.1 Respond to a variety of typical situations in leisure centres with initiative, tolerance, open mindedness and understanding.	Day's placement. Film. Assertiveness training. Role play.
3.2 Select appropriate methods of dealing with situations likely to be encountered in the workplace and give reasons for choice.	Brainstorming followed by group discussion. Computer-programmed learning exercises. Case studies.
3.3 Work co-operatively with other members of a group, in particular	Group work – initiatives tests, adventure training. Empathy encouraged rather than taught.
3.3.1 State causes of disagreement within group, learning to compromise when necessary.	
3.3.2 Put forward constructive and logical arguments within a group discussion.	
3.3.3 Share relevant work information with others.	
3.3.4 Describe individuals' strengths within the group.	
3.3.5 Adopt sympathetic approach to individuals' weaknesses within the group.	
3.6 Perform work tasks to a set standard and given time, working co-operatively when appropriate, with due consideration to health and safety implications.	Group assignments with time limits. Preparing a sports hall for a competition.
3.7 Describe the effectiveness of planning and list lessons to be learnt.	Individual reports prepared for presentation to a group. Compare and contrast opinions of learning outcomes.

PERSONAL DEVELOPMENT

AIM 4 **Achieve an adequate level of numeracy in order to meet the needs of a leisure operative.**

OBJECTIVES	TEACHING STRATEGIES
4.1 Add, subtract, multiply and divide whole numbers, simple fractions and decimals.	Basic test for assessment of standards or referral for remedial work as necessary.
4.2 Use standard units of measurement, read graduated scales and conversions between imperial and metric units.	Work task-based on body height and weight conversions. Distance conversions.
4.3 Read a 24 hour clock. Use a stop watch and make estimations of time.	Time keeping. Planning itineraries. Estimations of lap times.
4.4 Interpret and use tables of figures.	Athletic records, football results, temperature conversion.
4.5 Be able to use ratio, proportion and percentages.	Preparing fixtures, wage increases.
4.6 Calculate averages.	Average time laps.
4.7 Make calculations of perimeter, area and volume.	Marking out areas and estimating seating capacity.
4.8 List the different measurements of playing areas currently to be found in sports centres.	Visit college sports area. Analysis of plans. Work-based tasks.

AIM 5 **Achieve communication skills which will enable them to find, interpret and communicate information effectively.**

OBJECTIVES	TEACHING STRATEGIES
5.1 Find information from a variety of sources and list major points of a given text.	Assignments based on leisure centre manuals, safety notices, fire drills, course periodicals, directories, catalogues, advertisements. Machine and equipment operational instructions. Memos, worksheets and questionnaire.
5.2 Interpret correctly abbreviations, symbols, signs and technical terms likely to be encountered in a leisure centre.	Draw up a list of all findings and present it as a training aid for a new employee in the leisure centre. Use of questionnaire, memo and worksheets.
5.3 Listen to and explain information from oral requests.	Relay telephone messages. Helping out in the setting up of equipment with instructions given by someone else.
5.4 Communicate clearly in written form.	Formal letters, reports, informal notes and messages.
5.5 Explain and describe events, processes and opinions clearly and without bias.	Appraisal of prepared reports which contain ambiguities in word usage. Accident report, match reports, instructions for operating equipment and machinery. Reports on questionnaires.
5.6 Make clear and well-set-out notes for own use.	Reporting back from visits.
5.7 Compile and use tables and graphs. 5.7.1 Complete common official forms correctly. 5.7.2 Give explanations of process, opinions and events to a variety of audiences.	Maps to local leisure centre from instructions over the telephone, diagrams of sports playing areas, charts and graphs of fitness levels. Job applications, curriculum vitae, accident forms, insurance claims.

CENTRE CLEANING AND MAINTENANCE

MODULE AIMS

On successful completion of this module, students will:

[1] *Identify pollution sources within a leisure centre.*

[2] *Know and understand the effects of pollution in a centre and possible means of prevention.*

[3] *Know how to remove pollution from the workplace.*

[4] *Know how to develop an efficient cleaning programme for the workplace.*

[5] *Know the cleaning requirements of a leisure centre and be able to construct appropriate cleaning schedules.*

[6] *Be able to safely handle and use any chemicals associated with cleaning practices.*

[7] *Have a knowledge and understanding of all basic sports equipment found in a leisure centre and be able to erect and dismantle this equipment.*

[8] *Be able to maintain high standards of cleanliness and safety in the workplace.*

AIM 1 **Identify pollution within a leisure centre.**

ALL OBJECTIVES TO BE PREFIXED WITH
On successful completion of this module, the student will:

OBJECTIVES	TEACHING STRATEGIES
1.1 Describe how pollution is carried into the leisure centre on human bodies.	Group discussion. Visit to pre-cleanse facilities within the college to identify sources of pollution.
1.2 Describe the nature of human pollution and how it affects the 'wet side' of the centre.	Problem-solving work tasks.
1.3 Describe the implications of environmental conditions and list airborne impurities.	Group discussions, slides.

AIM 2 **Know and understand the effects of pollution in a centre and possible means of prevention.**

OBJECTIVES	TEACHING STRATEGIES
2.1 Assess the design of entrances to leisure centres in terms of preventing pollution.	Centre visit. Discussion and group work on the design of entrances.
2.2 List the pollution problems of surface water in changing areas and describe how they affect pool conditions.	Lecture, slides, discussion and group work.
2.3 Describe the importance of pre-cleanse systems in leisure centres.	Observe and analyse the design and use of pre-cleanse systems.
2.4 Carry out commonly used tests of swimming pool water with regard to disinfectant residual, pH, total alkalinity and calcium hardness.	Job rehearsal.
2.5 Assess the design and provision of changing rooms and clothes storage.	Case studies.

AIM 3 **Know how to remove pollution from the workplace.**

OBJECTIVES	TEACHING STRATEGIES
3.1 Demonstrate correctly the methods of cleaning tiling on walls and floors in the changing rooms, pre-cleanse systems and pool surrounds.	Centre visit. Practical demonstrations and applications on all three objectives.
3.2 List the cleaning systems associated with pool skimming, scum lines and pool bottoms.	
3.3 List the cleaning apparatus used in the leisure centre and explain how and where they are used.	Group work based data collected from visits. Preparation of information for a new employee.

CENTRE CLEANING AND MAINTENANCE

AIM 4 **How to develop an efficient cleaning programme for the workplace.**

OBJECTIVES	TEACHING STRATEGIES
4.1 Explain how cleaning programmes are put together.	Class discussion. Role play. A management team decision situation.
4.2 Explain that cleaning programmes can be carried out by: a) full-time staff with dual responsibilities b) full-time cleaners c) contract cleaners.	Visit by centre manager to discuss own centre's policies as examples. Questionnaire on local centre, graph or types of contacts used. Group discussion and project.
4.3 Explain costs involved in using contract cleaners.	Assignment – creation of cleaning schedules and contracts.
4.4 Explain how a cleaning programme can combine contract cleaners with centre staff.	Class discussion on options. 'Chair debate'.

AIM 5 **Know the cleaning requirements of a leisure centre and be able to construct appropriate cleaning schedules.**

OBJECTIVES	TEACHING STRATEGIES
5.1 List criteria used to establish cleaning schedules.	Role play to evaluate the decisions.
5.2 List cleaning areas within the centre.	Work task.
5.3 List frequency of any individual cleaning programme.	Project work. Visit by contract cleaner. Structured interview.
5.4 Demonstrate methods of cleaning different areas within the work environment.	Group work. Preparing presentation of feedback.

AIM 6 **Be able to safely handle and use any chemicals associated with cleaning practices.**

OBJECTIVES	TEACHING STRATEGIES
6.1 Be able to use correctly: a) oxidising agents b) alkalis c) acids.	Practical work in plant room at centre. Examples of use within college. Examples of chemicals on show.
6.2 Demonstrate correctly how to store chemicals.	Design a safety store.
6.3 Explain health and safety regulations when using chemicals.	Design safety rule notices and posters. Video on safety aspects.

AIM 7 **Have a knowledge and understanding of sports equipment found in a leisure centre and be able to erect and dismantle this equipment.**

OBJECTIVES	TEACHING STRATEGIES
7.1 List type and range of equipment used in leisure centres.	Collect information from centre visits. Interview centre manager/gym coach.
7.2 Demonstrate correctly the assembly, operation, dismantling and storage of equipment.	Job rehearsal.
7.3 Explain and demonstrate essential general maintenance to be carried out so equipment is free of potential hazards.	Draw up checklists for gym equipment. Draw up schedules. Visit leisure centres. Compile file of relevant information. Report back and exchange ideas.

AIM 8 **Be able to maintain high standards of cleanliness and safety in workplace.**

OBJECTIVES	TEACHING STRATEGIES
8.1 Maintain high standards of cleanliness and safety of centre equipment.	Role play. Demanding, complaining customers. Video.
8.2 Describe the desired image of the leisure centre.	Class discussion. Checklist of all main issues.

MODULE AIMS

On successful completion of this module, students will:

[1] *Know and understand the importance of health and safety at work.*

[2] *Be aware of the implications for the leisure operative of health and safety legislation.*

[3] *Observe and report details of defective equipment, hazards or accidents promptly and precisely.*

[4] *Complete accident forms accurately so that they may be used as evidence in a court of law, should the need arise.*

[5] *Demonstrate an assertiveness in emergency evacuation procedure and be able to handle basic safety equipment.*

AIM 1 Know and understand the importance of health and safety at work.

ALL OBJECTIVES TO BE PREFIXED WITH:
On successful completion of this module, the student will:

OBJECTIVES	TEACHING STRATEGIES
1.1 Describe the extent of the problem of accidents within the leisure industry.	RoSPA film or talk from RoSPA health and safety rep. Accident data.
1.2 List and identify potential hazards in the working environment.	Visit to working environments. Simulated hazardous working environments. Group discussion. Spot the hazards in diagrams and worksheets.
1.3 Explain the necessity for drill procedures, safety notices, signs and other safety documents within the working environment.	Resource centre material and group discussion.
1.4 Explain the importance of displaying safety signs and notices, drill procedures.	Resource centre material – group discussion on format of such documents, use of colour, etc. Simulate emergency with no safety regulations, signs, etc. Observe safety signs displayed in public buildings. Design own poster, incorporating all the best design features observed.

AIM 2 Be aware of the implications for the leisure operative of health and safety regulations.

OBJECTIVES	TEACHING STRATEGIES
2.1 Describe relevant health and safety legislation.	Resource centre material and worksheet (variety of leaflets and documents should be available). Discussion.
2.2 List and recognise basic safety hazard signs.	Flashcard technique. Prepare own 'safety code' booklet. Work experience. Collect symbol followed by exchange of ideas and information. Compile a record of hazardous situations observed – dos/don'ts of leisure centres. Group discussions after visits. Prepare visual dos/don'ts handbook.
2.3 Be aware that health and safety procedures vary according to the area and the consumer.	Observe a variety of working situations. Analyse the reasons for procedures and decisions taken.
2.4 Ensure that the working area is free from potential hazards.	Visiting speaker. Group discussion.
2.5 Demonstrate continuous vigilance within the working environment.	Work experience. Discussion. Role play. Problem-solving exercise. Visiting speaker. Group discussion. Simulation/worksheet. Job rehearsal.
2.6 Explain that the onus of health and safety often falls to the individual.	Discussion. Visiting speaker. Worksheet.

HEALTH AND SAFETY

AIM 3 **Observe and report details of defective equipment, hazards or accidents promptly and precisely.**

OBJECTIVES	TEACHING STRATEGIES
3.1 Be aware of the need for, and practise, calmness in an accident.	Discussion. Role play.
3.2 List the causes for fear and panic in accidents.	Group work. Resource centre material and worksheet. Video.
3.3 Demonstrate correct procedures in the event of an accident.	Discussion. Report back. Précis. Examine the strategies the operative may need to use in various accidents.
3.4 Demonstrate ability to observe.	Group work. Observation games. Active tutorial work.
3.5 Be able to compile a competent written report of a defect, hazard or accident.	Practise logical sequencing. Report-writing techniques from variety of stimuli.
3.6 Describe the degree of seriousness of a defect, hazard or accident and the consequent action to be taken.	Role play. Visits. Group discussion in response to audio-visual information.
3.7 Communicate effectively the degree of severity of a defect, hazard or accident.	Role play etc. as above.
3.8 Report a defect, hazard or accident using oral and/or written techniques.	Role play. Use of cassettes and video equipment. Use of memo. Use of offical defect forms.
3.9 Describe the trauma of fatality within the workplace.	Structured interview. Role play.

AIM 4 **Complete accident forms accurately so that they may be used in evidence in a court of law should the need arise.**

OBJECTIVES	TEACHING STRATEGIES
4.1 Explain the importance of accident report forms.	Simulation. Talk from centre manager/health and safety representative.
4.2 Demonstrate ability to remember clearly a sequence of events.	Group activities. 'Games'.
4.3 List a sequence of events correctly shortly after they have taken place.	Use various media – watch simulation, video, computer program.
4.4 Describe a sequence of events sensibly and clearly, in writing and without ambiguity or bias.	Video. Use well-known programme/contentious issue to illustrate possibility of bias. Discussion/précis.
4.5 Listen to a report of an accident and list the sequence of events.	Group work. Simulation.
4.6 Complete official accident forms correctly.	Simulation. Group work and discussion.

AIM 5 **Demonstrate an assertiveness in emergency evacuation procedure and be able to handle basic safety equipment.**

OBJECTIVES	TEACHING STRATEGIES
5.1 Demonstrate leadership skills required during an emergency evacuation procedure.	Active tutorial work. Simulation. Work experience.
5.2 Describe a variety of safety equipment to be found in the working environment such as fire alarms, fire extinguishers, hoses, blankets and first aid posts and equipment.	Visit to local fire department. Visiting speaker. Practical session. Centre visits. Map locations of safety equipment in various centres.
5.3 Be able to use basic safety equipment and explain when each would be relevant.	As above. Own manual of safety equipment.

ORGANISATIONAL, ADMINISTRATIVE AND RECEPTION SKILLS

MODULE AIMS

On successful completion of this module, students will:

[1] *Understand the organisation's role within the local leisure industry.*

[2] *Know and understand the organisational structure within which they work.*

[3] *Appreciate the role of the operative within the organisation.*

[4] *Know and understand the process of administration and reception within the workplace and demonstrate the skills necessary to enable these processes to work efficiently.*

AIM 1 Understand the organisation's role within the local leisure industry.

ALL OBJECTIVES TO BE PREFIXED WITH:
On successful completion of this module the student will:

OBJECTIVES	TEACHING STRATEGIES
1.1 List the range of services, facilities and activities offered by local leisure centres.	Study of services provided while on placement.
1.2 Explain the scales of charges, operation times and seasonal programmes offered by local leisure centres.	Job rehearsal. People activity survey. Publicise and promote a new activity. How is the product marketed? Organise a selling activity.
1.3 List the centre's market in terms of: a) population b) area c) product.	

AIM 2 Know and understand the organisational structure within which they work.

OBJECTIVES	TEACHING STRATEGIES
2.1 Explain the organisational structure within which they work, in terms of: a) The body which is responsible for their organisation (e.g. local council).	Study, in groups, of organisations within the area. Talk from local authority officer, sports hall manager, etc.
b) Their own organisation (e.g. leisure centre).	Study of organisation while on placement.
2.2 Describe the importance of finance for their organisation and list the sources.	Talk from appropriate sources. Group discussion on importance.
2.3 Explain how own job performance might affect the organisation's finances in terms of consumer relations, wastage etc.	Discussions with operative in post. Study of real situation. Group discussion. 'Brainstorming' session.

AIM 3 Appreciate the role of the operative within the organisation.

OBJECTIVES	TEACHING STRATEGIES
3.1 Explain the different roles within the organisation.	Study of organisation while on placement. Talk to operatives in post.
3.2 Be able to assess own role in the organisation.	Self-analysis of job role while on placement. Report back to group as a whole. Employee's view.
3.3 List the legal liabilities of the organisation and explain what their responsibilities are in this area.	Study possible problems. Talk from legal advisers. Group disscussion.

ORGANISATIONAL, ADMINISTRATIVE AND RECEPTION SKILLS

AIM 4 **Know and understand the processes of administration and reception within the workplace and demonstrate the skills necessary to enable these processes to work efficiently.**

OBJECTIVES	TEACHING STRATEGIES
4.1 Explain how and why shift and rota systems operate	Work placement. Use of 'model office'. Work out real shift and rota systems in 'practice' situation and on placement, using employer assessment where possible.
4.2 Take bookings and explain booking systems	Watch operatives while on placement. Simulation using model reception, role play and video tape. Work-based assessment of performance while on placement.
4.3 Deal with questions from the public and give suitable and accurate replies	Role play. Simulation. Study, while on placement, of what queries are made and how to deal with them. Work-based assessment of operative's performance while on placement, including analysis of operative's ability to work unsupervised.
4.4 Deal with complaints in a diplomatic and correct manner	As for 4.3, plus video of role play. Entry into complaints log book.
4.5 Issue and check tickets and use tills	Use of model reception area for practical simulation. Watching functions performed while on initial placement. Work-based assessment.
4.6 Demonstrate basic admission procedures and explain special concessionary rates	As 4.4 plus video of simulation including attempts to evade payment, claim false reductions etc.
4.7 Use the telephone system (public and individual tannoy system) effectively and efficiently	Practical simulation. Study of operative using system while on placement. Work-based assignments. Make up instructional manual on the correct use of the telephone. Checklist of good telephone technique.
4.8 Use public address system effectively	
4.9 Use correct procedures to deal with lost property, lost children, theft and accidents	
4.10 Deal with incoming and outgoing mail correctly	Model office. Job rehearsal.
4.11 Implement correct security arrangements and demonstrate correct procedures for breaches in security	Practical simulation and role play. Video where appropriate.
4.12 Describe possible reactions of the public to an emergency	Assessment of reactions of public and operative to emergency situations.
4.13 Explain own legal position with regard to employer and customers	Study possible problems. Group discussions. Structured interview. Citizens Advice Bureau, etc.

MODULE AIMS

On sucessful completion of this module, students will:

[1] *Know and understand the different intepretations of the term 'aerobics'.*

[2] *Identify different components of fitness, with particular reference to cardiovascular fitness and its measurement, in order to plan effective and progressive fitness programmes.*

[3] *Know and understand safety factors necessary to implement a successful aerobic programme.*

[4] *Demonstrate an understanding and knowledge of the desirable structure of an aerobics lesson.*

[5] *Demonstrate skills required for good class management with regard to the teaching of aerobic programmes.*

AIM 1 Know and understand the different interpretations of the term 'aerobics'.

ALL OBJECTIVES TO BE PREFIXED WITH:
On successful completion of this module, the student will:

OBJECTIVES	TEACHING STRATEGIES
1.1 List and define types of exercise regimes.	Practical experience of different types of regime, in particular: Dancercise Pobmobility Jazzercise Keep fit Swing into shape Multigym Callisthenics Aerobic Anaerobic. Evaluation of effects of each type.
1.2 Describe needs of prospective client groups with reference to: • expectations from programmes • understanding of exercise terms • fitness levels • experience of exercise programmes • age groups • gender • disabilities • slimmers.	In two's, prepare questionnaire for local survey. Work tasks based on survey. Feedback to groups.

AIM 2 **Identify different components of fitness with particular reference to cardiovascular fitness and its measurement, in order to plan effective and progressive fitness programmes.**

OBJECTIVES	TEACHING STRATEGIES
2.1 List the components of fitness.	Practical experience in all three components: • cardiovascular (stamina) • muscular (strength) • flexibility (suppleness). Supplementary work sheets and tasks.
2.2 Classify activities according to their main fitness component.	Work sheets and tasks.
2.3 List ways in which cardiovascular fitness may be measured.	Practical experience of: • resting pulse rate • training pulse rate • recovery rate. Evaluation of own fitness.
2.4 Explain safe target rates for a wide range of fitness.	Case studies.
2.5 Interpret correctly the results of tests and record findings.	Case studies.
2.6 List ways of improving cardiovascular fitness in terms of pulse rate.	Devise own fitness programme.
2.7 Structure progressive programmes of exercise.	Keep log book of activities and pulse rate.

AIM 3 **Know and understands safety factors necessary to implement a successful aerobic programme.**

OBJECTIVES	TEACHING STRATEGIES
3.1 List potential hazards within the facility.	Case studies. Work tasks in terms of: • flooring • furniture • room size and shape • ventilation and heating.
3.2 List further ways of avoiding accidents/injuries.	Design a 'Dos and Don'ts' poster for all new clients, in terms of: • correct clothing and footwear • body temperature regulation • warm-up, cool-down procedures • constant pulse checks • 'stop' when in doubt • eating immediately prior to or after exercising • showers/baths after exercise
3.3 Demonstrate the screening process necessary for all new clients taking a programme of exercise.	Devising suitable form to be filled in by client prior to enrolment, in particular: • Age. • Fitness levels/experiences of exercise. • Weight. • Health record/drugs and allergies. • Injuries/areas of weakness/pain.
3.4 List all controversial exercises and explain why they should be avoided.	Lecture – outside speaker (physiotherapist). Structured interview by students. Compiling visual aid of all controversial exercises with suggestions for alternative exercises.
3.5 List areas of body prone to injury and explain how to protect them.	As above.

AIM 4 **Demonstrate an understanding and knowledge of the desirable structure of an aerobics lesson.**

OBJECTIVES	TEACHING STRATEGIES
4.1 Describe the basic structure of an aerobics lesson.	Practical sessions. Work tasks – job rehearsal.
4.2 List aims and objectives of lessons, with consideration of group's needs and problems, and modify the basic structure of the lesson accordingly.	Case studies.
4.3 Explain aims of each component of the lesson structure in relation to the overall aim of the lesson.	Practical sessions based on case studies.
4.4 Break down a piece of music and create choreographed routines.	Practical group work sessions. Video. Self-assessment. Create checklists of dos and don'ts for putting exercises and music together.

AIM 5 **Demonstrate skills required for good class management with regard to the teaching of aerobics programmes.**

OBJECTIVES	TEACHING STRATEGIES
5.1 Demonstrate good lesson preparation.	Prepare checklist of considerations: • learn routines • anticipate coaching points • time span • prepare resources and facilities • prepare for vagaries in group's ability
5.2 Demonstrate qualities of a good aerobics teacher.	Prepare grid of qualities and skills with particular reference to: • use of voice • friendly and helpful manner • clear and precise explanations • class observation skills • creating a good working atmosphere Appraisal of pre-recorded 'off-the-shelf' audio and audio-visual recordings and other relevant literature. Attend college-based and local aerobic classes, make valid, constructive appraisal of sessions, using pre-determined grid.
5.3 Be competent and confident to perform and teach a variety of aerobic movement.	Demonstrate movements, class teaching. Video. Self-assessment.
5.4 Put together and teach progressive aerobic sessions.	Job rehearsal. Assessment. Log book of all sessions with lesson evaluation.
5.5 Describe personal competence and operational effectiveness in the field.	Compile directory of organisations offering training and qualifications locally and nationally.

SAUNA, SOLARIA AND SUNBED

MODULE AIMS

On successful completion of this module, students will:

[1] *Know and understand the uses and effects of sauna and steam baths.*

[2] *Be able to supervise sauna treatments.*

[3] *Be able to supervise steam-bath treatments.*

[4] *Know and understand the use and effects of hydrotherapy.*

[5] *Know and understand the benefits and uses of radiation treatment, with due regard to safety.*

AIM 1 Know and understand the uses and effects of sauna and steam baths.

ALL OBJECTIVES TO BE PREFIXED WITH:
On successful completion of this module, the student will:

OBJECTIVES	TEACHING STRATEGIES
1.1 Carry out consultations with clients and be able to relate information to treatments.	Role play. Case studies. Checklist of good practice.
1.2 List psychological and physiological benefits of sauna and steam-bath treatments.	Worksheets. Group work. Chart all benefits.
1.3 List contra-indications to sauna and steam baths.	Assignments – in groups, from information gathered in 1.2, establish possible contra-indications to treatments.
1.4 Describe the type of heat produced by sauna and steam.	Group discussion, slides of contra-indications for recognition. Students prepare questionnaire for consultation. Visit college sauna and steam-bath areas, observe and collect relevant information.
1.5 Explain health and safety precautions to be carried out during treatments.	Prepare checklist, treatment and hygiene.
1.6 Explain the different effects produced by i) wet heat ii) dry heat	Book appointments for students for sauna and steam bath treatment, to make comparisons and observe procedures.

AIM 2 Be able to supervise sauna treatments.

OBJECTIVES	TEACHING STRATEGIES
2.1 Correctly prepare the sauna and client prior to treatment.	Group discussion from experience of sauna and steam treatment checklist. Staggered appointments for clients; student assigned to client, student to follow through treatment from consultation, (questionnaire) checklists and work sheets to conclusion of treatment. Rota for sauna cleaning.
2.2 Demonstrate how to clean the sauna.	

AIM 3 Be able to supervise steam-bath treatments.

OBJECTIVES	TEACHING STRATEGIES
3.1 Correctly prepare the steam bath and client prior to treatment.	Students work to appointment system using checklist, questionnaire and worksheets to: • Check water level in tank, set temperature at correct level. • Prepare inside the bath. • Place towels and gown ready for use. • Check shower is ready for use.
3.2 Demonstrate cleaning of the steam bath.	Organise rota system for cleaning steam-bath.

AIM 4 **Know and understand the use and effects of hydrotherapy.**

OBJECTIVES	TEACHING STRATEGIES
4.1 Define correctly the term hydrotherapy.	Use of resources – library research, fact sheets, periodicals.
4.2 List the various hydrotherapy treatments available, their effects and limitations.	Catalogue specialist books. Write to equipment centres for information and price lists. Research into business as to availability of treatments, especially: • Sitz bath • Scottish Douche • Hydro-oxygen bath • Foam bath • Whirlpool • Spa bath Prepare and present a report based on findings. Present reports to group.
4.3 Describe the availability of such treatments within the local area.	Research local fitness and health studios.
4.4 List potential dangers associated with these treatments.	
4.5 Demonstrate safe, hygienic practice when carrying out these treatments.	Job rehearsal.
4.6 Describe the cost of such treatments.	Local research.

AIM 5 **Know and understand the benefits and uses of radiation treatment with due regard to safety.**

OBJECTIVES	TEACHING STRATEGIES
5.1 List hazardous situations in radiation treatment and explain necessary preventive action to be taken.	Make use of checklists previously prepared. Work sheets.
5.2 Describe the effects of different types of radiation on the body.	Assignment. Case studies. Prescribe a radiation treatment.
5.3 Describe the use of U.V. filters.	Patch tests. Practical.
5.4 Explain need for correct distance from and exposure to U.V. unit or sunbed.	Simulations. Case studies.
5.5 List contra-indications to radiation treatment.	Group discussion, question and answer as to why certain conditions are contra-indications. Work in pairs – operator and client, use worksheets and checklists, go through consultation and treatment under supervision.
5.6 Correctly prepare client for treatment.	
5.7 Carry out correct radiation treatments with due regard to duration and frequency of treatment.	
5.8 Explain home-care advice to client.	Case studies. Practical work in sauna suite.

WEIGHT TRAINING

MODULE AIMS

On successful completion of this module, students will:

[1] *Know and understand the desired safety precautions and measures required for the multi-gym and free weights area.*

[2] *Know and understand the principles of weight training and training schedules.*

[3] *Know and understand basic warm-up procedures and be able to select correct warm-up techniques for individual client groups.*

[4] *Coach correct lifting techniques with special attention to safety (free weights).*

[5] *Coach correct lifting/exercising techniques with the multi-gym weights machine.*

[6] *Relate a training programme to specific needs of the individual.*

[7] *Demonstrate good practice when teaching and coaching weight training.*

AIM 1 Know and understand the desired safety precautions required for both multi-gym and free weights area.

ALL OBJECTIVES TO BE PREFIXED WITH:

On successful completion of this module, the student will:

OBJECTIVES	TEACHING STRATEGIES
1.1 List safe design features of a weight-training area.	Visit weight-training areas. Assignments. Design weight-training area with particular reference to safety.
1.2 List and demonstrate weight-training terminology and practices.	Practical experience with observation and supervision in the weight-training room. Directory of terminology and safety measures used.
1.3 List and demonstrate the care and maintenance of free weights.	Group work – feedback. Students prepare a checklist.
1.4 Demonstrate the correct techniques and practices for injury-free training.	Students prepare list. Practical loading and unloading of weights. Practical use of weights belt.
1.5 Demonstrate safe practice in the multi-gym.	Students prepare checklist of possible danger areas in the multi-gym.

AIM 2 Know and understand the principles of weight training and training schedules.

OBJECTIVES	TEACHING STRATEGIES
2.1 List the advantages and disadvantages of different types of weight-training regimes.	Practical demonstration and experience. Assignments.
2.2 Explain the basic weight-training principles of overload, specificity, exercise, order and reversibility.	Video. Practical session.
2.3 Describe weight training and the young athlete and the special requirements.	Work sheets. Practical session in multi-gym and free weights area.
2.4 Explain weight-training programmes and list the criteria for deciding upon suitable programmes.	Practical demonstration. Students design programmes for specific groups. Case studies.

AIM 3 Know and understand basic warm-up procedures to be able to select correct warm-up techniques for individual client groups.

OBJECTIVES	TEACHING STRATEGIES
3.1 Explain the safety features and general rules of warming up.	Practical session in which students will experience the correct safety features.
3.2 Demonstrate the techniques for warming-up exercises.	Practical demonstrations and experience of correct warm-up techniques. Checklist of techniques. Visual aids for clients.
3.3 List the warm-up techniques which are potentially dangerous.	Demonstration. Discussion on contra-indicated exercises. Visual aid of all contra-indicated exercises for client group. Students compile a list of specific groups which should be under close supervision when performing warm-up exercises.

AIM 4 Coach correct lifting techniques with free weights, with particular attention to safety.

OBJECTIVES	TEACHING STRATEGIES
4.1 Explain the importance of correct lifting techniques	Demonstrate correct safety procedures. Particular emphasis on safety of the back and spine. Use the weights belt. Video – checklist of all coaching points
4.2 List weight training terminology (see Aim 1)	Practical session with students practising being 'spotters' with basic exercises
4.3 List the major body muscle groups and describe the order in which they need to be exercised	Demonstration. Video. Assignments
4.4 Demonstrate correct lifting techniques for a variety of exercises	Demonstration and practical experience. Exercises 'divided' into muscle groups
4.5 Describe the different types of basic weight training and the effects of particular training routines. (Gross strength, power, endurance)	Class discussion. Handouts/practical experience. Demonstrations. Assignments

AIM 5 Coach correct exercising techniques with multi-gym weights and machine.

OBJECTIVES	TEACHING STRATEGIES
5.1 Demonstrate safety measures whilst training in the multi-gym	Visit multi-gyms and observe safety precautions/ requirements and possible danger areas. Prepare findings as a report. Students compile list of dangers
5.2 List the muscle groups exercised at particular stations of a multi-gym	Visit to multi-gym area. Students familiarise themselves with both machines and relevant information posters. Job rehearsal
5.3 Demonstrate the correct techniques of exercising at each station	Demonstrate each exercise in the multi-gym. Students work together and try to find faults with techniques of partners. Apply correct coaching. Practical orientation lesson
5.4 Describe various types of training that can be achieved with multi-gym apparatus	Gross strength, endurance, speed. Also repetition circuits and timed circuits. Case studies. Practical. Student participation in short training programmes to experience the different effects of a particular type of training
5.5 Demonstrate how to teach a group correctly in a confined area	Rotation of groups on the machine. Practical: prepare for large groups. Warm-up activities in a confined area – practical. Health and safety in a confined area – students compile fact sheet

AIM 6 To relate training programmes to specific needs of the individual.

OBJECTIVES	TEACHING STRATEGIES
6.1 Describe the needs of individuals when planning a training programme	Identify various groups. Questionnaire for local fitness clubs. Report back
6.2 Keep individual records of a record of work covered by adults in weight training	Discuss progression. Students design a 'results card' which can be used by a variety of individuals
6.3 Describe the specialist methods of weight training	Visit a local weight training club to observe differences in training methods, e.g. bodybuilding, strength, stamina. Report back to group. Students assist in a lesson with less able students

AIM 7 Demonstrate good practice when teaching and coaching weight training.

OBJECTIVES	TEACHING STRATEGIES
7.1 List good techniques in the teaching of weight training	Students compile a list of ideal qualities. Discuss 'good' and 'bad' practices. Design grid for self-assessment
7.2 Demonstrate good teaching qualities required for teaching weight training	Students experience 'teaching practice' by taking the group for short sessions in either free weights or multi-gym. Sessions videotaped and then discussed with students. Students progress to take complete weight-training session. (Students prepare lessons in written form before taking a class.) Self-assessment following video. Job rehearsals

CATERING AND BAR SKILLS

MODULE AIMS

On successful completion of the module, students will:

[1] *Prepare and serve a variety of drinks and perform basic practical bar service tasks.*

[2] *Be aware of the operative's contribution to the efficiency and profitability of an establishment through effective working practices and procedures.*

[3] *Have acquired appropriate and successful skills with regard to selling the services of the leisure centre.*

[4] *Work cleanly, tidily and hygienically, and know how to deal properly with food and drink to be sold to the public.*

[5] *Deal securely with money and know relevant administrative legislation.*

[6] *Operate basic catering and bar equipment and machinery correctly.*

AIM 1 **Prepare and serve a variety of drinks and perform basic practical bar-service tasks.**

ALL OBJECTIVES TO BE PREFIXED WITH

On successful completion of this module, the student will:

OBJECTIVES	TEACHING STRATEGIES
1.1 Demonstrate basic practical skills in cleaning and preparing a bar for service. Clean and polish equipment, handle and display commodities, prepare ice buckets and accompaniments.	Practical work in training restaurant bar.
1.2 Prepare public areas for service.	Role play exercises and video. Group discussion. Work sheets.
1.3 Dispense alcoholic and non-alcoholic drinks correctly.	Demonstrate bar service and preparation.
1.4 Calculate the correct price for multiple orders.	Work-based tasks.
1.5 Take cash, give change and use till correctly.	
1.6 Carry clean and dirty glasses by hand and tray.	
1.7 Change keg and cask beers.	
1.8 Change CO_2 cylinders.	
1.9 Change optics.	
1.10 Clean lines between barrels and pumps.	

AIM 2 **Be aware of the operative's contribution to the efficiency and profitability of an establishment through effective working practices and procedures.**

OBJECTIVES	TEACHING STRATEGIES
2.1 Demonstrate stock-control methods in use.	Checklists of daily requirements of normal stock items. Stock requisition forms.
2.2 Demonstrate security of stock both during and after service.	Practical bar work. Practical exercises on stock control.
2.3 List different storage methods used for different products.	
2.4 Demonstrate procedures for receiving goods into the bar and stock re-ordering.	Role play – telephone call to suppliers, delivery of materials.
2.5 Explain the importance of stock rotation.	
2.6 Describe the system for dealing with spillage and methods of controlling wastage.	

AIM 3 **Have acquired appropriate and successful skills with regard to selling the services of the leisure centre.**

OBJECTIVES	TEACHING STRATEGIES
3.1 List alcoholic and non-alcoholic beverages commonly available in the workplace.	Practical bar work.
3.2 Outline the production and state the methods of storage of beers, wines and spirits.	Work in training restaurant.
3.3 Demonstrate the ability to meet customer needs and requirements.	
3.4 Demonstrate an ability to recognise sub-standard products and state the appropriate reporting procedure.	Role play.
3.5 Demonstrate the correct handling of customer requests and complaints.	Video. Group discussion.
3.6 Demonstrate and explain the importance of courtesy, tact and patience with customers and colleagues.	Compilation of dos and don'ts list.

AIM 4 **Work cleanly, tidily and hygienically and know how to deal properly with food and drink to be sold to the public.**

OBJECTIVES	TEACHING STRATEGIES
4.1 Present a good personal image in terms of skin care, hair, hands and body, cleanliness of clothing, hygienic use of cosmetics and jewellery.	Role play. Checklist for new employee. Experiments with bacteria.
4.2 Demonstrate hygienic and safe use of bar and food service equipment.	Work tasks.
4.3 List the foods most prone to contamination and explain what precautions need to be taken.	Work tasks.
4.4 Demonstrate hygienic handling of food and drinks.	
4.5 List the causes of accidents which may occur in bars, cellars and public places.	Case studies.
4.6 Use correct lifting and carrying methods.	
4.7 State potential hazards and procedures to be followed in case of emergency.	Role play – hazards such as fire, cellar steps accidents, block in gas cylinders.

AIM 5 **Deal securely with money and know relevant administrative legislation.**

OBJECTIVES	TEACHING STRATEGIES
5.1 Demonstrate secure methods for dealing with stock and cash.	Role play. Discussions.
5.2 Describe correct stock-taking procedures.	
5.3 State the provisions of the law concerning a) sale and supply of drinks and cigarettes, b) permitted hours, c) licensees' and employees' responsibilities, d) keeping food premises and equipment clean.	Work tasks. Role play.

CATERING AND BAR SKILLS

AIM 6 **Operate catering and bar equipment and machinery correctly.**

OBJECTIVES	TEACHING STRATEGIES
6.1 Operate bar equipment correctly, i.e. optics, beer pumps, tills, etc.	Practical work. Demonstrations.
6.2 Choose the correct glassware for serving drinks.	
6.3 Use correctly equipment likely to be found in a bar for food provision, such as microwave ovens, sandwich toasters, cold shelves, etc.	Prepare list of instructions for new employee.
6.4 Display foods attractively and hygienically.	
6.5 Demonstrate basic service skills for tea and coffee.	Video of demonstrations.
6.6 Explain and demonstrate a knowledge of the importance of portion control.	Work tasks.
6.7 List the range of food suitable for leisure centre bar service.	Prepared questionnaire for local leisure centre.
6.8 Demonstrate the practical skills of serving food.	

SAMPLE LEARNING MATERIALS

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INDUCTION COURSE

Hello!

Welcome to □□□□□□□□ College. You are about to embark upon a period of study and training with us and we want to make it a useful and enjoyable experience. Perhaps it is some time since you have been at college or you have never attended college before. Don't worry – it's not like school! This course is designed for adults and presented in a way suited, we hope, to your needs. If you have any questions, complaints or suggestions, let us know – don't grumble under your breath.

Below are some suggestions to make your first few weeks here easier and productive.

1. *Be sure that you know the reasons behind your coming on the course. What is it you want out of this course? Make a list of your expectations. Discuss these with other students on the course and with your tutor/supervisor.*
2. *Ensure that you know how and where your tutor or supervisor can be contacted.*
3. *You are responsible for your own learning pace and progress. If you experience any difficulties or have any questions, you should discuss them with your tutor/supervisor.*
4. *Organise your home study and visits to suit your available times. Remember home study needs a period of quiet so that you can concentrate. Visits need to be planned with enough time for travelling included.*
5. *Move slowly through the early stages of the course, taking time to ensure that you understand each part of the course and what is expected of you. Discuss difficulties as they arise with your tutor/supervisor. If you talk about problems that you have, we may be able to help, so don't 'bottle it up'! We are here to help and guide you.*
6. *Ensure that you have a clear picture of what you need to do over the next few weeks, together with agreed deadlines for work to be handed in. Your diary/log book will be a useful aid here.*

GOOD LUCK!

INDUCTION TO A SPORTS COMPLEX: A SELF-LEARNING PACKAGE

Welcome to □□□□□□□□ Leisure Centre

You are about to work in a large complex and we would like it to be as useful and enjoyable as possible. This package is designed to help you find out about the centre and the people who work in it.

It is recommended that you work through the package, spending as much time as you need to seek out the right information. There are areas that may need further explanation and these could be dealt with by making further appointments with the appropriate staff.

Before you start, please remember it is impossible to guarantee that all the relevant staff are present, so it may once again be wise to make appointments for follow-up interviews.

Start at main reception

[1] Introduce yourself to the receptionist.

[2] Collect a centre magazine.

[3] What are the duties of the receptionist?

[4] What paging systems are used?

[5] What is the centre procedure when a member of staff is sick and likely to be absent from work?

[6] What happens to lost property?

Proceed into the main foyer

[7] Read all the notices on the surrounding noticeboards.

Find out the following:

(a) Facilities for the elderly/people with disabilities/children/general public.

(b) Opening times.

(c) Instruction available.

(d) Clubs which use the facilities and their range of activities.

(e) Responsible authority for financing and staffing.

[8] Now inspect the immediate ground floor area and make a list of all the accommodation you locate.

[9] Go back into the foyer and up the stairs and make a list of all the accommodation you locate on this level.

[10] Where is the pay phone?

[11] Where are the public toilets?

[12] Are there any lifts in use in the centre? If so, how many and what are they used for?

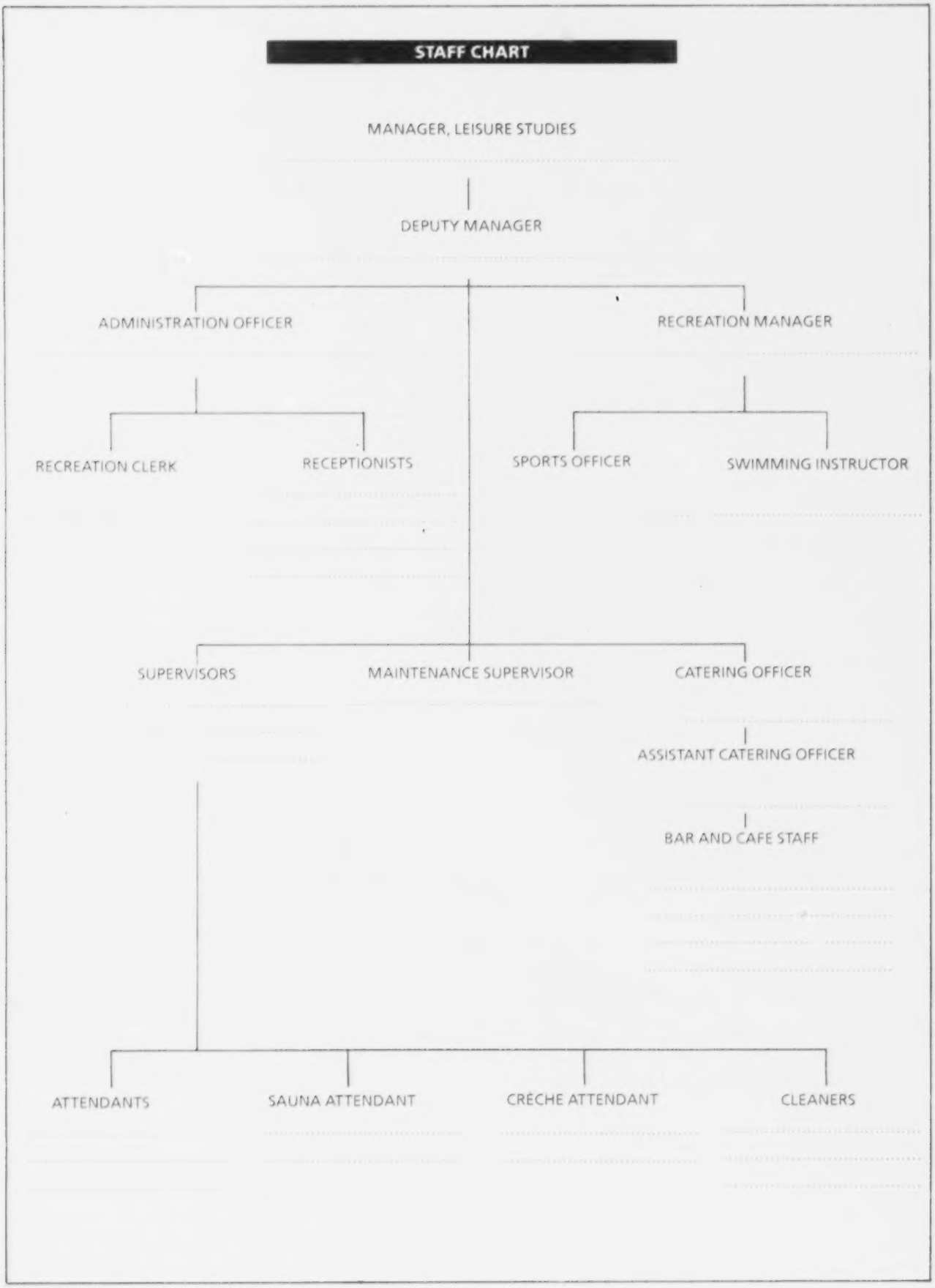
[13] The staff chart will enable you to see to whom and for whom you are responsible. In addition to the staff listed, there are a number of seasonal and relief staff employed occasionally. As you go through this package, fill in the name of each staff member under the appropriate heading. As and when you can, make an appointment with each of the following:

- Manager
- Deputy Manager
- Administrative Officer
- Recreation Manager
- Supervisor
- Maintenance Supervisor
- Catering Officer

During your interview find out what their main duties are and make a note of them in the form of a chart.

JOB TITLE	NAME	MAIN DUTIES

INDUCTION


STAFF CHART
MANAGER, LEISURE STUDIES
DEPUTY MANAGER
ADMINISTRATION OFFICER
RECREATION MANAGER
RECREATION CLERK
RECEPTIONISTS
SPORTS OFFICER
SWIMMING INSTRUCTOR
SUPERVISORS
MAINTENANCE SUPERVISOR
CATERING OFFICER
ASSISTANT CATERING OFFICER
BAR AND CAFE STAFF
ATTENDANTS
SAUNA ATTENDANT
CRÈCHE ATTENDANT
CLEANERS

[14] Make an appointment with one of the managers or deputy managers. Ask for a copy of the policy statement on health and safety at work.

NB It is vital that you understand safe working methods and therefore you must read the sections which are relevant to your particular situation. A great deal of the later course will be based on this policy statement, so if you are in any doubt ask the Deputy Manager, Supervisor or Safety Representative. Who is responsible for the health and safety regulations?

[15] How does the membership scheme operate?

[16] Are there concessionary rules for any other people? If so, what are they?

[17] What is the 'clocking-in' procedure?

[18] What are the different shifts and rotas used?

[19] What do you need to do with your time sheet before handing it in?

[20] What is the procedure for agreeing holidays from work?

[21] What is the procedure for tea/lunch breaks?

[22] Ask for a job description for the post of leisure operative.

[23] If you are interested in joining the union or merely in what it has to offer, ask the manager to provide you with the name of a union officer. Make an appointment to talk to him/her.

[24] Where is the staff room?

[25] Where is (are) the accident book(s) kept?

[26] Ask for a copy of the accident report form.

[27] What is the procedure in the event of an accident?

[28] Visit the administration office and ask where the complaint book is kept. What is the procedure for dealing with complaints?

[29] Where will you find the staff notice board and what type of information will be available to you?

[30] How many people can the main hall seat?

[31] What is the approximate temperature of the:

a) teaching pool? .....

b) main pool? .....

c) diving pool? .....

[32] How does the locker system work?

[33] To complete the next stage of this package you will need to spend a day with an operative in the centre. The aim is to compile a picture of a typical day in the life of a leisure centre assistant. Observe your assistant carefully, making notes as you go along. Ask questions while your assistant is not involved with his/her duties.

TASK 1

Name of centre:

Assistant's name:

Age:

How long have you worked in the centre?

Did you have any previous experience?

What qualifications have you got?

What qualities do you think are important to be a good leisure centre assistant?

What do you like about your job?

What do you dislike about your job?

What kind of rotas do you work?

Who are you responsible to?

Who do you work with on a day-to-day basis?

What types of decisions can you make during your day, and what types of decisions do you have to refer to other people?

NB Any other information based on your own questions.

TASK 2

List all the activities your assistant covers during your day with him/her. Make a note of *approximately* how much time he/she spends on each activity.

TASK 3

Ask your assistant if there are any other activities which he/she covers which you did not see today. *Approximately* how much time would be spent per day on these activities?

Feedback from centre visits

Prepare your findings in any form you wish (e.g. tape recording, wall chart, written report), ready to report back to the main group. Include all relevant information about working as a leisure centre assistant, such as:

a) Qualities needed by leisure centre assistants.

b) What are the activities covered by a leisure centre assistant?

c) What assistants like about their job?

d) What assistants dislike about their job?

e) What qualifications are needed by a leisure centre assistant?

COLLEGE-BASED INDUCTION

Ice-breaker exercises – examples

(i) In a circle, the tutor introduces him/herself; the person on the left introduces him/herself then repeats the tutor's name. The next person on the left introduces him/herself then repeats the person's name on his/her right, the tutor's name, etc. until the whole group has participated.

(ii) Find out as much as you can about your partner in five minutes and be prepared to tell others what you have found (three minutes allowed). You are more interested in them as a person than what they actually do.

1. What is your name?
2. In which area do you live?
3. What are your hobbies?
4. How often/how long have you been doing them?
5. What type of music do you like?
6. Who are your favourite singers/group?
7. Have you had any work experience?
8. What sort of work did you do?
9. What sports do you like?
10. Do you play regularly?
11. Do you belong to any clubs or teams?
12. What other leisure activities do you get involved in?
13. How seriously?
14. What are your ambitions? What would you like to do in the future, given a free choice?
15. What annoys you most about people/things?
16. What do you like most about people you know?

(iii) As a group, make a chart showing, for each member, the name, main interests, any work experience and any other information they wish to give.

Personal awareness exercise – example

How I see myself

The task is to write as many statements as you can, up to a maximum of 12, which describe ways in which you see yourself. You are asked to write the statements in the form of 'I am .....', completing each with an adjective or noun which you believe is descriptive of you. Examples could be 'I am clever', 'I am a calm, collected person', 'I am a troublemaker'.

Write up to six statements which describe aspects of yourself that you are happy about and like. Then write another six statements that you are less happy about and don't like very much.

You have five minutes.

In pairs, each of you read out to the other your statements about yourself in the first part of the exercise. You need not read out any statements which you would rather not share. When you have both read out your statements, have a brief discussion about:

- how you felt about having to write about yourself;
- any difficulties you experienced in writing your statements;
- how you felt about sharing the exercise;
- anything you found interesting about each other's statements.

Make brief notes during your discussion so you can share your 'findings' with the rest of the group later.

Work research exercises – example

To survey and categorise local leisure facilities and analyse the information.

TASK 1 (In groups)

You will need to plan this very carefully. Discuss how you will gather this information and who will do it. You may need to use telephone directories, *Yellow Pages*, local maps, etc. List the sports centres, swimming pools, clubs, fitness centres and other facilities which offer some aspect of sport in the local area.

TASK 2 (In groups)

Design a questionnaire to discover:

(a) where the people who use the facilities you have found live;

(b) how often they visit these facilities;

(c) age and sex of interviewees.

(You may need to update the *Task 1* list.)

Try to ensure as wide a spread of age and sex as possible in your interviews. Plan carefully before you go out, ensuring that you have a *purpose* to your questionnaire.

TASK 3 (In groups)

Using the results from your questionnaire, analyse:

(a) the proportion of people who participate in activities:
  (i) at sports centres;
  (ii) at other clubs;

(b) the proportion of people who do not participate at all;

(c) Which areas are best served with facilities and which you think need more facilities and why. (Produce your results as a map where appropriate.)

TASK 4 (In groups)

Discuss how you feel activities could be improved and increased in your area.

TASK 5 (Individually or as a group)

Make a report in any form you wish, e.g. tape recording, written account, for presentation to the rest of your group.

TASK 6 (Individually)

(i) Try to remember all the people you interviewed. Jot down short descriptions (e.g. old lady with dog).

(ii) What do you think they thought of you? Write down three good and three bad points. Can you think of any reason for their attitude?

Self-appraisal exercise – example

TASK 1

(Individually)

(i) Write down *positive* comments on what you have done to help your group do a good job.

(ii) What more could you have done?

(iii) Write down, for *every group member*, on separate sheets:

(a) What he/she did to help the group to do a good job as, e.g. timekeeper, leader.

(b) What more he/she could have done, e.g. listen better.

Put his/her name at the top of the paper and yours at the bottom. Papers will be exchanged later.

TASK 2

(Group work)

(i) Chart what each person has written about you and pin it up.

(ii) In turn, everyone explains what they mean, with examples.

NB Comments must be *specific* and *positive*.

TASK 3

You should now know more about your own skills. Plan how to use them in helping your group do a good job.

Your tutor will be wanting to talk to you about this task in your next counselling session.

Inviting a visitor exercise – example

Centre manager to give short lecture based on the brief 'What I expect from a leisure-centre assistant'. The brief will include:

(i) Work skills.

(ii) Personal skills.

(iii) Code of practice for position and trust and logical consequences of any misconduct at work.

Checklist of possible arrangements for students

Shall we have a visitor to the group?
Who shall it be?
Who will invite the visitor?
How will it be done?
When will it be done?
How long will the visit last?
What do we want to know or find out from the visitor?
Which ideas can we use?
What might make the best opening question?
Who's going to ask the second question, etc?
Can we make sure that everyone says something, even the shy ones?
How do we help them do this?
How can we prevent certain members of the group from dominating the occasion?
Is there anything special we want to tell the visitor?
Will the visitor want to ask us any questions?
Can we ask personal questions? (Dare we ask.....?)
Who's going to greet the visitor? (role play)
How are we going to do it?
Where will you meet him/her?
What will you talk about while walking through the college with him/her? (role play)
How do we greet him/her?
How do we arrange the room?
Who will extend the invitation?
Do we do this in writing or in person?
Do we provide refreshments? If so, who looks after these?

AT RISK IN THE POOL

Visit a swimming pool. You will need at least two hours.

[1] For 30 minutes watch the pool and list the occasions where a potentially hazardous situation occurs.

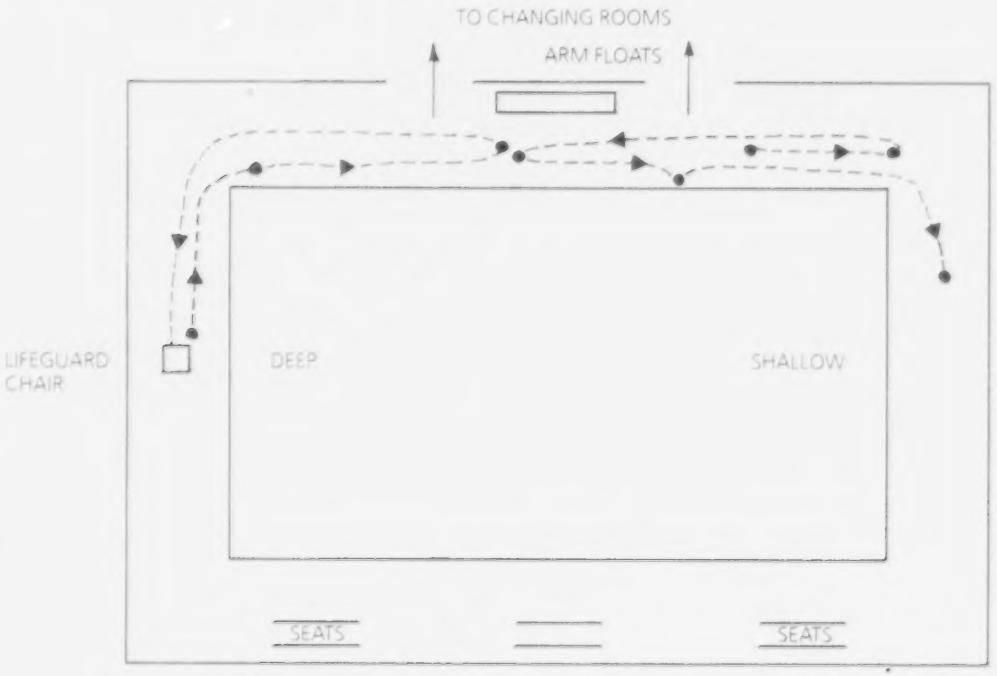
- Was the pool attendant watching?
- Did he/she speak to those involved?
- What do you think he/she might have said?

[2] For the next 30 minutes watch the location of the pool attendants. Plot their movements on a sketch diagram, e.g. see below.

- Was there any pattern in their movements? If so, what was it and why do you think it happened?
- Could the attendants see all parts of the pool?
- Did the attendants seem to be watching the pool all the time?
- Did they speak to the swimmers? If so, how often and what do you think was the cause of their intervention? Was the intervention necessary?

[3] For the remaining time (making sure it is not less than 45 minutes) simply sit and study the pool. When you have finished, look at the following questions.

- What were you thinking about while you were watching the pool?
- How much of the pool could you watch efficiently?
- Did you look at one particular part of the pool or gaze over all of it?
- Did anything distract your attention? If so, what and why?
- Was the task boring or interesting? Explain.
- Look over your answers. Give yourself a mark out of ten as a pool attendant and a remark on how well you did. Think about it.



HEALTH AND SAFETY

Any type of legislation can be difficult to read and understand. Because of this, the Health and Safety at Work Act expects a document to be drawn up explaining in simple language the procedures and arrangements made regarding each workplace.

[A] When you visit a leisure centre as part of your job rehearsal, ask if the centre has its own information booklet about health and safety. Read the information carefully.

- Do you understand all the rules and regulations? Would you be able to enforce them?
- Do you understand what your responsibilities as a leisure assistant would be?
- Look at all the safety equipment, signs, emergency exits, etc. in the centre. Make sure you can remember where they are and what they are used for.

If you are in any doubt, ask for more information.

[B] Study the health and safety information again.

- Is it a separate document or part of a handbook? Which method of presentation do you think would be best? Explain your choice.
- Is the health and safety advice easy to read and understand? Would you make any changes to the information or the method of presentation? If yes, say what you would do and why. If no, explain why you think this presentation is effective.

[C] Do you think any useful information is missing?
What, in your opinion, should have been included?
Why do you think it needs to be included?

BE AWARE

It is important to be aware that some leisure centre users may be more 'at risk' or pose more of a risk than others.

[A] Look at the list of leisure centre users below.

(1) A young couple in track suits going to play badminton.
(2) A 60-year-old man with a new racquet and kit going to play squash with his 17-year-old grandson.
(3) A 19-year-old girl going into the sports hall to work on the trampoline with her trainer and three friends.
(4) A group of five young boys aged between seven and nine going swimming. Three of them have arm floats.
(5) A group of four 15-year-old girls going swimming, as they do twice a week.
(6) A young man in a wheelchair, with three friends, going to play table tennis with the local table tennis group.

[B] Put them in order of those you would need to keep a specially close eye on to those who would require normal supervision.

[C] Was it an easy list to compile? Explain any difficulties you had.

[D] Explain why you chose the order of your list.

SAFETY IN THE SWIMMING POOL

Drownings in public swimming pools average between 25 and 50 people each year. Some of these deaths could have been avoided and so are inexcusable.

The Health and Safety at Work Act (1974) places responsibility for safeguarding the general public on the shoulders of the employer and staff. You are an important element in the campaign for safety.

- Keep your eyes OPEN.
- If you are in doubt – REPORT IT.
- Look for possible problems.
- Read the reports below which describe how accidents can happen.

A young child drowned. Three lifeguards were poolside – all on the opposite side of the pool because glare on the water made it difficult for them to see from this side.

A young child drowned and the body lay at the bottom of the pool for four hours before it was found because the pool had been painted dark blue and this meant visibility into the pool was poor.

A young child drowned while both pool attendants had been called away to open lockers.

[A] Study each of the cases. How could these deaths have been avoided?

[B] Who do you think was responsible in each case?

[C] How would you feel, do you think, if you had been the pool attendant in any of these cases?

[D] Have these cases shown you how important CONSTANT supervision and vigilance are? Explain your answer.

[E] Choose one of the cases. Write it out on a postcard to remind yourself of the vital role you play as a pool attendant.

SAFETY IN LEISURE POOLS

The concept of activities within the pool is not a new one. Before the First World War, chutes and play apparatus were quite common in pools! However, accidents occured quite often and injured parties began suing pool owners. This sadly led to the apparatus being removed altogether.

In the USA, rather than remove the equipment, efforts have been made to eliminate every possible cause of accident and insure against any unforeseen hazard or occurrence. It must be said that careful management and expert supervision are necessary in these multi-activity pools.

- Try to visit a leisure pool and identify the additional hazards posed by multi-activities.
- What problems/hazards could be posed by:
  (a) the varying depth of the pools?
  (b) the gradual entrance into the pool?
  (c) the irregular shape of the pool?
  (d) the chute/reefs and other equipment?
  (e) the increased noise level and general excitement?
  (f) the humidity and warmth of the poolside area?
- A well-known pathologist stated that drowning can happen in a few seconds or take up to ten minutes or more. Why might a leisure pool be more difficult to supervise/prevent drowning in than a normal rectangular pool?

SAFETY FIRST

In an emergency many things seem to happen at once. For safety you must be able to decide which to deal with first.

Imagine you are a receptionist in a leisure centre and the following happen at the same time:

(1) Ten footballers arrive to play five-a-side. They are ten minutes early, but want to go in and get changed now.

(2) Three children rush in, past the footballers, and run upstairs to the spectator area without paying.

(3) A man comes out of the changing room and complains that the water in the showers is cold.

(4) A woman comes off the squash court with blood streaming from a cut over her eye.

(5) There is a dull thud followed by a scream from the sports hall where there is badminton and trampolining taking place.

(6) The telephone is ringing.

- Rewrite the list in the order you would tackle these problems. Explain your choice.
- Discuss your list with someone else. Do they agree with you?

SIGNS

Signs are used to convey many types of information. Sometimes this is an effective method, but not always. Look at some notice boards and display areas. You will find them in most public buildings – libraries, DSS, Council Offices or sport and leisure centres and Clubs.

- Does the noticeboard attract your attention? Why?
- Does one particular sign/poster/message stand out? Why?
- Draw a plan of a noticeboard and sketch out how you would display signs and notices. If you can, put up a display on a noticeboard.
  Discuss your layout with someone else. Do they agree this is the best layout? Discuss where you disagree and why. On what points do you agree? After your discussion would you alter your layout? Explain why you would or would not.
- From your work, compile a list of important features of signs and noticeboards.
- Why is the attractiveness and visibility of signs and noticeboards containing health and safety information important?

ACCIDENT?

In 1983, 25 people drowned in public swimming pools. Study the details of the cases below.

Sex	Male	Female
	21	4

Age	Under 12	13-18	19-25	26-45	46+
	11	6	0	5	3

Cause/situation:	
Lesson	2
Open session	11
Hyperventilation	3
No supervision/no adult	7
Session for people with disabilities	1
Staff	1

[A] Can you identify any groups/periods of time which may be particularly at risk/risky?

[B] What is it about them, their behaviour or the session which may make them/it more risky?

[C] What would you need to look out for if you were on poolside duty?

SAFETY SIGNS

- All safety signs should be clear, simple and easy to understand.
- They should pass on the essential message and not be cluttered with other information.
- Any text should be clearly printed.

Activities

[1] You need to be able to recognise and act upon safety signs. Learn the main identifying characteristics of the four types of sign.

[2] Keep your eyes open when you are out. Compile a record of the safety signs you see.

[3] Design a safety sign, poster or badge of your own. It may be for any situation or place. Show the sign to another person. Do they *immediately* understand what the sign is telling them? If not, try to alter the sign so that it is more effective.

THE HEALTH AND SAFETY AT WORK ACT

[1] The Health and Safety at Work Act is important because it affects everyone at their place of work. The aim of the Act is to:

(a) secure the health, safety and welfare of persons at work;

(b) protect persons other than those at work against risks to health and safety arising out of or in connection with the activities of persons at work;

(c) control the keeping and use of explosive, highly flammable or otherwise dangerous substances, and generally prevent the unlawful acquisition, possession and use of these;

(d) control the emission into the atmosphere of noxious or offensive substances from premises of any class prescribed for the purpose of this paragraph.

As you can see, the legislation covers four main areas.

(i) Write down the four areas covered in your own words.

(ii) Think about the job of a leisure operative. Write down four occasions when the Health and Safety at Work Act would affect the job of a leisure operative.

[2] Employers and employees have responsibilities in maintaining health and safety standards at work. Some of the employers' responsibilities are shown below. Read them carefully.

SECTION 2(1): **'It shall be the duty of every employer to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all his employees.'**

SECTION 2(2)(a): **'The provision and maintenance of plant and systems of work that are, so far as is reasonably practicable, safe and without risks to health.'**

SECTION 2(2)(b): **'Arrangements for ensuring, so far as is reasonably practicable, safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances.'**

SECTION 2(2)(d): **'So far as is reasonably practicable as regards any place of work under the employer's control, the maintenance and means of access to and egress from it that are safe and without such risks.'**

No charge may be levied on any employee for anything done or provided to meet specific requirements for health and safety at work.

Now you have read the responsibilities of the employer, write down what responsibilities you think the employee has.

When you have completed your list, look at the following responsibilities of employees.

'It shall be the duty of every employee while at work:

(a) **to take reasonable care of the health and safety of himself and other persons who may be affected by his acts or omissions at work, and**

(b) **as regards any duties or requirement imposed on his employer or any other person by or under any of the relevant statutory provisions, to co-operate with him so far as is necessary to enable that duty or requirement to be performed or complied with'.**

'No person shall intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare in pursuance of any of the relevant statutory provisions.'

[3] To make sure that the legislation is followed, inspectors are allowed to look at places of work and, if part of the Act is being broken, they can:

- Issue a prohibition notice, if there is any risk of serious personal injury, to stop the activity giving rise to this risk, until the remedial action specified in the notice has been taken. The notice can be issued whether or not there is a legal contravention, and it can take effect immediately or at a later time. It can be served on the person undertaking the activity, or on a person in control of it at the time the notice was served.
- Issue an improvement notice if there is a legal contravention of any of the relevant statutory provisions, to remedy the fault within a specified time. This notice would be served on the person who is deemed to be contravening the legal provision, or on any person on whom responsibilities are placed, whether he is an employer, an employed person, or a supplier of equipment or materials.
- Prosecute any person contravening a relevant statutory provision – instead of or in addition to serving a notice. Contravention of some of the requirements can lead to prosecution summarily in a Magistrate's Court, or Sheriff Court in Scotland. Contravention of other provisions can result in prosecution either summarily or on indictment in the Crown Court in England and Wales or the Sheriff Court in Scotland. The maximum fine on summary conviction for most offences will be £400. There is no limit to the fine on conviction on indictment. Imprisonment for up to two years can be imposed for certain offences. In addition to any other penalty, the court can make an order requiring the cause of the offence to be remedied.
- If a person on whom an improvement or prohibition notice is served fails to comply with it, he or she is liable to prosecution. Failure to comply with the prohibition notice could lead to imprisonment. A person on whom a notice is served may appeal against the notice, or any terms of it, to an industrial tribunal.
- Seize, render harmless or destroy any substance or article that he considers to be the cause of imminent danger or serious personal injury.

Read the above section carefully. Notice that if you, as an employee, are engaging in an activity likely to put yourself or others at risk, YOU are responsible, as well as your supervisor. Underline the main points of the above section.

[4] There are a number of organisations that help to make sure the legislation is followed.

(a) The Health and Safety Commission has representatives from industry and local authorities. Its job is to develop policies in the health and safety field.

(b) The Health and Safety Executive is a statutory body appointed by the Commission which helps to enforce legal requirements as well as providing advice and guidance. This body includes the inspectors.

(c) Local Authorities are responsible for enforcing the law in 'non-industrial activities'. They must follow guidelines produced by the Commission.

Health and safety at work is an important issue. Make sure you know your responsibilities and take them seriously.

TELEPHONE SKILLS

Being able to use the telephone effectively is an important skill. It may sound easy, but read the conversation below and see some of the problems which can arise!

Julia:	*Hello, I want to book a court please.*
Receptionist:	*Right, hold on a moment while I get the booking forms, please.*
	30 seconds later
Receptionist:	*When would you like to book for?*
Julia:	*Thursday evening at 7pm, please.*
Receptionist:	*That's fine. The cost is £2.00 per session.*
Julia:	*Oh, alright. Has it gone up then?*
Receptionist:	*No, the squash courts have been £2.00 for ages.*
Julia:	*Squash court! I wanted a badminton court.*
Receptionist:	*Why didn't you say so? Hang on a minute while I get the other booking forms.*
	(and so on)

What should Julia have said?

What mistake did the receptionist make?

So you can see, efficient use of the telephone can save a lot of time and effort.

- When you make a call you should plan exactly what you want to say or know.
- Try to make sure you know who you want to speak to and ask for them clearly.
- Make sure you give your own name.
- Make sure you explain clearly what your message is. Do not talk too quickly.
- If you do not hear or understand what the other person has said, ask them politely to repeat it.
- Have money ready for the phone call. Remember firms and leisure centres have switchboards – this makes your call longer.

Look at the chart below and put a tick in the column which is most relevant to you.

If I have to:	I feel... very confident	fairly confident	nervous	need help
Answer the phone at home				
Answer the phone at work				
Phone my tutor at college.				
Ring about a job advertisement.				
Speak to an answering machine.				
Phone my supervisor at work.				
Ring directory enquiries.				
Handle a complaint.				
Take down an important message.				
Now draw a similar chart and try it out on a couple of your friends. Do they have similar problems to yours? If so, discuss why this might be.				

Study the advert below.

BOOTHILL NEWS **Thursday 4 June 1987**

SITUATIONS VACANT

LEISURE CENTRE ASSISTANT REQUIRED. Part time (10 hrs per week), mostly evenings and weekends. Involves poolside and changing-room duties. Further details available from: Mr F Parr, Boothill Leisure Centre
Tel: Boothill 74621

If you were ringing up about this job, what would you say to the receptionist? (Note your answer down on a sheet of paper.) What would be the first thing you said to Mr Parr? (Note your answer down on a sheet of paper.)

In your conversation with the receptionist did you ask to speak to Mr Parr? Did you say what you were ringing about? Did you say what your name was?

Did you explain to Mr Parr who you are (if he didn't speak to you by name), which job you're applying for and where you saw it?

Using the telephone is a skill. The more practice you have, the better you become. A useful way to practise is by working with a friend and taping your conversations on a cassette recorder. Use advertisements from the newspaper to ring about. Try booking a holiday caravan, ordering a jacket or asking for information about a job.

With plenty of practice you will be confident to use the phone in a variety of situations.

WORKING TOGETHER: PREPARING A SPORTS TOURNAMENT

GROUP TASKS

1. Draw to scale a plan of the sports hall, including exits, power points, etc. Indicate position of playing area and area for public seating.
2. Enquire from fire service about safety regulations for public seating in space available and correct layout for playing conditions from the relevant sporting organisations.
3. List all the materials, tools and equipment needed for the preparation of the sports hall.
4. Obtain quotations from three suppliers for the hire of seating for this event.
5. Draw up a checklist of actions to be carried out in preparing the sports hall for the tournament.
6. Consult your supervisor to check your action plan, and change if necessary.
7. Estimate a timetable of your action plan.
8. Cost out and report on the exercise of preparation.
9. Prepare sports hall for sporting tournament according to action plan.

ACTION PLAN (EXTRACT)

TASK 1

(a) Find out the dimensions of the sports hall by accurate measurement. Draw a rough sketch plan to include dimensions.

(b) Show on your rough plan all exits, power points, PA systems and other relevant details.

(c) Find out exact dimensions of court of play and layout for competition conditions, including position of score's, judges, and area required outside court for players.

(d) Draw accurate scaled plan for sports hall for the tournament, indicating space available for seating.

TASK 2

(a) Arrange by letter or telephone a meeting between the local fire officer and the competition organiser.

(b) Show the scaled plan of the layout of the sports hall to the fire safety officer and establish a safe number for seating.

(c) Show the scaled plan to competition organiser to ensure that sufficient area is available for players, scorers, judges, etc.

ASSIGNMENT SAMPLE
'That's the way to do it?'

ASSESSMENT CRITERIA

TO OBTAIN A PASS

The student must produce a submission which would be usable as a basis for a coaching session, with the minimum of alteration, and present it in a way that would be acceptable in the workplace.

TO OBTAIN A DISTINCTION

The student must produce a submission which would not only be usable as a basis for a coaching/teaching session but should also contain well-presented materials WHICH WOULD HOLD THE ATTENTION OF THE SUBJECT. In addition, the presentation should be clear and lucid, and response to questions should demonstrate a clear understanding of what the student is attempting to achieve.

THAT'S THE WAY TO DO IT!

An inexperienced operative has just been appointed to your leisure complex. You have been asked to help provide a clear set of instructions on how a specific task ought to be carried out.

Choose a task that particularly interests you. It may be concerned with the following:

Cleaning and Maintenance
Health and Safety
Organisational, Administrative and Reception Skills
Interpersonal Skills
Sauna, Solarium, Sunbed
Weight Training
Catering and Bar Skills
Aerobics

Do remember that you might need to bring in elements from all these broad areas, e.g. safety, hygiene, security, personal skills, etc.

Prepare material that will help deliver this information. You might consider such aids as wallcharts, posters, cartoons, pictures, drawings, overhead projector transparencies, checklists, models, or a combination of several of these.

You will be asked to present your guide to tutors as part of your assessment. You will be expected to talk through your instructions, using your visual aids to support each step you explain.

You will have 15 minutes to present this material, so do ensure that you use this time efficiently.

You have *one week* to prepare your presentation.

Your assessment grade will take into consideration:

(i) how relevant your information is;
(ii) how accurate your information is;
(iii) whether you included as much information as is needed (e.g. hygiene, safety, security, interpersonal skills, relevant coaching or hints, comments on length of time it should take or standard required);
(iv) how clear, precise and logical your instructions are;
(v) how suitable the visual aids are to the task you have chosen;
(vi) whether your visual aids help clarify your guide.

ACTION PLAN

Read through all the tasks before starting the project so you understand how you should prepare for them. Remember that your finished guide will be for the use of another worker who is new to the job and should be clear and accurate.

TASK 1

Find out as much as you can about your chosen topic. There may be a file or manual containing this information, but you might have to find out what you need to know by asking other workers. Discuss this with your supervisor first. Look through your course work for further details.

Make a full list of the information you require. Include a description of what has to be done for each phase and what equipment or materials are to be used.

TASK 2

Plan a step-by-step set of instructions on how to carry out this task. Set out your plan carefully and in logical stages. At each stage mention materials or equipment to be used and where they are to be found. Note also any comments about the time and standard required as well as any special information which should be known. Don't forget points of safety and hygiene.

TASK 3

Make sure you prepare well for your chosen task. It is advisable to carry out the task yourself, using your plan as a guide. Check each stage of the work against your plan and add additional notes whenever your plan seems to have anything missing or is not clear enough.

TASK 4

Provide a final, clear set of instructions on how to carry out your chosen task. This will be a training guide to an inexperienced worker, so it must be carefully planned if it is to be clear and easy to follow. Use your corrected plan as your starting-point and decide how the guide could best be presented, e.g. as a series of wallcharts or posters, diagrams, pictures, cartoons, a leaflet manual or OHP transparencies. Perhaps you might choose a variety of methods to serve your purpose. Think carefully about how to produce your guide. Discuss ideas with your tutors if you wish to.

TASK 5

Run through your presentation with a friend as a 'dress rehearsal' for your assessment. Time yourself to ensure that you use your 15 minutes efficiently. Ask your listener whether or not there were any parts of your guide that were not clear. Make suitable adjustments to your presentation.

Check that you have all the necessary equipment for your presentation, e.g. drawing pins, blu-tack, OHP, wall space, etc.

Good luck!

RECORD OF ACHIEVEMENT (Extracts)

TRAINING FOR THE LEISURE INDUSTRY AT OPERATIVE LEVEL

AREAS OF NEGOTIATION FOR STUDENT PROFILING

The AIMS and OBJECTIVES of the course

NB: A copy of this document will be given to the student at the beginning of the course. All objectives must be understood by the student prior to the negotiating interview.

All statements in this document refer to the compulsory modules of:

A. Personal Development

B. Organisational, Administrative and Reception Skills

C. Centre Cleaning and Maintenance

D. Health and Safety

and the optional modules of:

E. Weight Training

F. Aerobics Training

G. Catering and Bar Skills

H. Sauna, Solaria, Sunbed

Notes for implementation of profiling

Statements of achievement will be negotiated individually between the tutor and student.

The broad areas of negotiation will relate to each individual aim of the modules.

The objectives of each aim are included as a guide to both tutor and student. These will form the basis for negotiation.

During the negotiating interview, both tutor and student should identify:

(i) areas of experience, skill and knowledge successfully acquired;

(ii) areas requiring further study or practice – agreed goals;

(iii) means by which agreed goals are to be achieved.

During the course, this record of achievement will be negotiated on two occasions at least – as a formative document during the course and as a summative document at the end of the course – after which it will become the course reference for the student.

PERSONAL DEVELOPMENT

AIM 1: **To what extent has the student developed an appreciation of the desired image of the leisure centre operative in terms of being able to:**

1.1 Describe the operative's role in promoting leisure services.

1.2 Use body language correctly in order to present the appropriate image of the leisure services.

1.3 Describe and give correct reasons for wearing appropriate clothing for different sports and activities.

1.4 Explain the different needs of minority groups using the leisure centres, in particular:

1.4.1 people with disabilities.

1.4.2 ethnic minorities.

1.4.3 senior citizens.

AIM 2: **To what extent has the student developed an ability to make an informed assessment of his/her personal qualities in relation to his/her suitability for working in the leisure industry, in terms of the objectives stated below?**

2.1 Describe and demonstrate a sound knowledge of the range of duties involved in the work of a leisure centre operative.

2.2 Complete a realistic assessment of his/her own range of strengths and weaknesses in relation to the desired role of the leisure centre operative.

2.3 List priorities for development of abilities and attitudes, and set targets.

2.4 Describe methods and activities to achieve targets.

2.5 Explain the position of trust and responsibility that goes with the post of leisure operative and has demonstrated qualities of trustworthiness and responsibility in the learning and working environment.

Training for the Leisure Industry at Operative Level

A RECORD OF ACHIEVEMENT

NAME AGE

ADDRESS

PERSONAL DEVELOPMENT

A1 To what extent has the student developed an appreciation of the desired image of the leisure centre operative?

(i) Areas of experience, skill and knowledge successfully acquired.

(ii) Areas requiring further study or practice – agreed goals.

(iii) Means by which agreed goals are to be achieved.

PERSONAL DEVELOPMENT

A2 To what extent has the student developed an ability to make an informed assessment of his/her personal qualities in relation to his/her suitability for working in the leisure industry?

(i) Areas of experience, skills and knowledge successfully acquired.

(ii) Areas requiring further study or practice – agreed goals.

(iii) Means by which agreed goals are to be achieved.

The statements in this document have been negotiated and agreed by:

STUDENT'S NAME

STUDENT'S SIGNATURE

TUTOR'S NAME

TUTOR'S SIGNATURE

DATE

PROFILES

PROFILE OF THE DESIRED IMAGE OF A LEISURE OPERATIVE

The operative's interpretation	%
Being able to deal with the public	100
Interest in sport	92
Flexibility of attitude	88
Pride in appearance	84
Punctuality	84
Enthusiasm and cheerfulness	7[illegible]
Sense of humour	76
Patience	76
Conscientiousness	60
Self-discipline/ability to organise oneself	60
Ability to use initiative	56
Ability to learn quickly	48
Awareness and alertness	40
Ability to work within a team	32

The manager's interpretation	%
Being able to deal with the public	100
Flexibility/multi-skilled	92
Ability to communicate and relate to others	88
Reliability	88
Honesty	88
Pride in appearance	80
Sympathetic/co-operative approach to colleagues	76
Confident and positive manner and outgoing personality	72
Awareness and alertness	68
Empathy for sport	64
Realisation of how unsociable hours affect private life	60
Sense of humour	60
Enthusiasm	56
Mature outlook	50
Supervisory potential	30
Ability to use initiative	30
Good qualifications	24

Owain: *18 years old*

QUALIFICATIONS:	*English Language 16+ 3* *English Literature CSE 5* *Maths 16+ 4* *Rural Science CSE 4* *Metal Work CSE 3* *Geography CSE 5* *First Aid Certificate* *Horticultural course*
LENGTH OF UNEMPLOYMENT:	*5 months*
LENGTH OF EMPLOYMENT:	*11 months*
ASPIRATIONS:	*Landscaping*

Paul: *25 years old*

QUALIFICATIONS:	*1 'O' level* *6 CSEs* *EITB Fork Lift Truck*
PARTICIPATES IN:	*Football* *Cricket*
ORGANISATIONAL EXPERIENCE:	*Organised and formed evening cricket team* *Fixture Secretary and Treasurer*
LENGTH OF UNEMPLOYMENT:	*10 months*
LENGTH OF EMPLOYMENT:	*6 years 6 months* *Production worker GEC Telecommunications*
ASPIRATIONS:	*To become employed in the leisure industry, preferably with physical activities for youth, perhaps in management if was capable*

Ann: *32 years old*

QUALIFICATIONS:	*6 'O' levels* *First Aid and Bronze Medallion (out of date)* *Outward bound 1972*
PARTICIPATES IN:	*Hockey* *Badminton* *Rounders*
ORGANISATIONAL EXPERIENCE:	*Local Rounders and League Fixture Secretary* *League Tournaments* *Leader of 6- to 8-year-olds' Beaver Colony*
LENGTH OF UNEMPLOYMENT:	*4 weeks*
LENGTH OF EMPLOYMENT:	*Police force 5 years* *Warehouse person 1 year*
ASPIRATIONS:	*Supervisor in leisure centre*

Malcolm: *31 years old*

QUALIFICATIONS:	*BAWLA Weight Training (Teachers Certificate)*
PARTICIPATES IN:	*Weight Training* *Badminton* *Squash* *Cricket*
ORGANISATIONAL EXPERIENCE:	*Voluntary weight training classes at a local school*
LENGTH OF UNEMPLOYMENT:	*5 years*
LENGTH OF EMPLOYMENT:	*Various short-term occupations*
ASPIRATIONS:	*To become employed in the leisure industry* *To become a specialist in weight-training coaching*

John: *55 years old*

QUALIFICATIONS:	*Maths* *French* *Geography* *Art* *Food Cleanliness*
PARTICIPATES IN:	*Hockey* *Cricket* *Football* *Roller Skating* *(Speed, Dance and Roller Hockey)* *Swimming*
ORGANISATIONAL EXPERIENCE:	*Dances* *Dinner dances* *6-a-side cricket tournaments*
LENGTH OF UNEMPLOYMENT:	*4 months*
EMPLOYMENT:	*38 years in Catering*
ASPIRATIONS:	*Supervisory status in the leisure industry*

Jacqueline: *26 years old*

QUALIFICATIONS:	*2 'O' levels* *1 CSE* *City and Guilds in Catering*
PARTICIPATES IN:	*Swimming* *Sub Aqua* *Badminton*
ORGANISATIONAL EXPERIENCE:	*Swimming team captain*
LENGTH OF UNEMPLOYMENT:	*5 months*
LENGTH OF EMPLOYMENT:	*3 years (NWHA)* *Shop-floor assistant*
ASPIRATIONS:	*Swimming coach*

Salim: *27 years old*

QUALIFICATIONS:	*2 CSEs* *ATP Introduction to Computers*
PARTICIPATES IN:	*Badminton* *Cricket* *Football* *Table Tennis* *Squash*
ORGANISATIONAL EXPERIENCE:	*Local youth centre, table tennis*
LENGTH OF UNEMPLOYMENT:	*1 year 6 months*
LENGTH OF EMPLOYMENT:	*1 year 6 months of various employment including warehouse man and sales rep.*
ASPIRATIONS:	*Maintenance and servicing of computers* *To be employed in the leisure industry, whereby he can become involved with sport.*

Edward: *22 years old*

QUALIFICATIONS:	*None*
PARTICIPATES IN:	*Football* *Badminton* *Squash* *Aikido* *Outdoor pursuits*
ORGANISATIONAL EXPERIENCE:	*Youth Activity Supervisor*
LENGTH OF UNEMPLOYMENT:	*4 years*
LENGTH OF EMPLOYMENT:	*1 year as Fitter* *2 years part-time sports supervisor in a Youth Centre.*
ASPIRATIONS:	*To become employed in the leisure industry in whatever activity he was capable of doing.*

2 Orange Street, London WC2H 7WE Telephone 01-321 0433

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Geoff Stanton, *Chief Officer, Further Education Unit*

OBJECTIVES

The objectives for which The Further Education Unit (FEU) is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:

a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;

b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvements can be effected;

c) to carry out studies in further education and to support investigations of and experimentation in, and the development of, further education curricula and to contribute to and assist in the evaluation of initiatives in further education;

d) to disseminate and publish, and to assist in the dissemination and publication of, information about recommendations for and experiments and developments in further educations.